

South Dakota Social Studies Unpacked Standards Template

Anchor Standard:	E.3 Students will analyze the ways government can impact the market.	
Grade Level/Band Standard:	9-12.E.3.5 Describe the ways in which each level of government in the US generates revenue and critique the method of using that revenue for public services.	
Student Friendly Language:	I can explain that all levels of the US government need to raise revenue to fund their programs and this can have both positive and negative influences on the economy.	
What prior knowledge do students need to have to be successful on this standard?		
<ul style="list-style-type: none"> • An understanding of the circular flow diagram of a mixed economy. • An understanding of the importance of government provided goods and services. • An understanding of the economic goals of the United States. 		
Students Will Know (Factual Knowledge)....	Students will Understand (Historical Inquiry)....	Students Will be Able to Do (Performance Based)
<ul style="list-style-type: none"> • Taxation and non-taxation sources of government revenue • There are intended consequences of taxation. • There are unintended consequences of taxation. 	<ul style="list-style-type: none"> • All government programs are dependent on funding. • Different levels of government have different sources of funding. • Government revenue collection may result in unintended consequences (positive and negative). 	<ul style="list-style-type: none"> • Give specific examples of taxation and non-taxation sources of revenue for each level of government. • Predict possible unintended consequences of taxation and non-taxation sources of revenue on individuals, businesses, and the economy.
Vocabulary (Key Terms Used by Teachers and Students)	What are possible misconceptions students may have with respect to this standard?	
<ul style="list-style-type: none"> • Progressive tax • Regressive tax • Proportional tax • Positive externalities • Negative externalities • Unintended consequences 	<ul style="list-style-type: none"> • Personal decisions (i.e. smoking, pirating music, etc.) have consequences on people and the economy around them. 	

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<i>OSEUS Connection</i>		
Essential Understanding:	Descriptive Connection Between Social Studies and OSEU:	
N/A	<ul style="list-style-type: none"> ● N/A 	
<i>Vertical Alignment</i>		
<p>Previous Learning Connections</p> <ul style="list-style-type: none"> ● Relates to supply and demand. ● Reinforces economic goals. ● Demonstrates government intervention in the economy. 	<p>Current Learning Connections</p> <ul style="list-style-type: none"> ● Relationships between households, businesses, and government. ● Impact on availability and pricing 	<p>Future Learning Connections</p> <ul style="list-style-type: none"> ● Connections to later standards throughout 9-12.E.3 ● Implies relationships for other areas of social studies content: civics, US history, world history, and geography. ● Relationships of workers with business owners and government.
<i>C3 Framework Relevant Skills and Applications</i>		
<p>Determining Helpful Resources:</p> <ul style="list-style-type: none"> ● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 		
<i>Example strategies to reach depth and intention of the standard</i>		
<ul style="list-style-type: none"> ● Complete a weekly journal noting examples of positive and negative externalities from government provided goods and services in the world around us. ● Analyze the historical introduction of government programs in the context of their original implementation and compare/contrast that to its implementation today (i.e. Interstate highway system, smoking bans, etc.) ● Compare and contrast images and maps demonstrating the implementation of impact of government agencies and programs. 		
<i>Possible Civic Engagement Activities</i>		
<p>These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.</p>		

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Activity:	Description on How to Use the Activity and How it Meets the Grade Level:
<ul style="list-style-type: none">● Volunteer to clean roadways, ditches, or other public spaces.	<ul style="list-style-type: none">● Students relate service to government agencies and the services they provide to demonstrate the positive externalities they provide.